

A Three-Block Framework for Literacy Instruction

Essential Elements:

A. Language:

Requiring students to think, to share that thinking orally, and to find many different ways to share it in writing

Discussion, sharing opinions, questioning, criticizing, describing, and performing

B. Literacy:

Reading and writing in a variety of contexts for various purposes

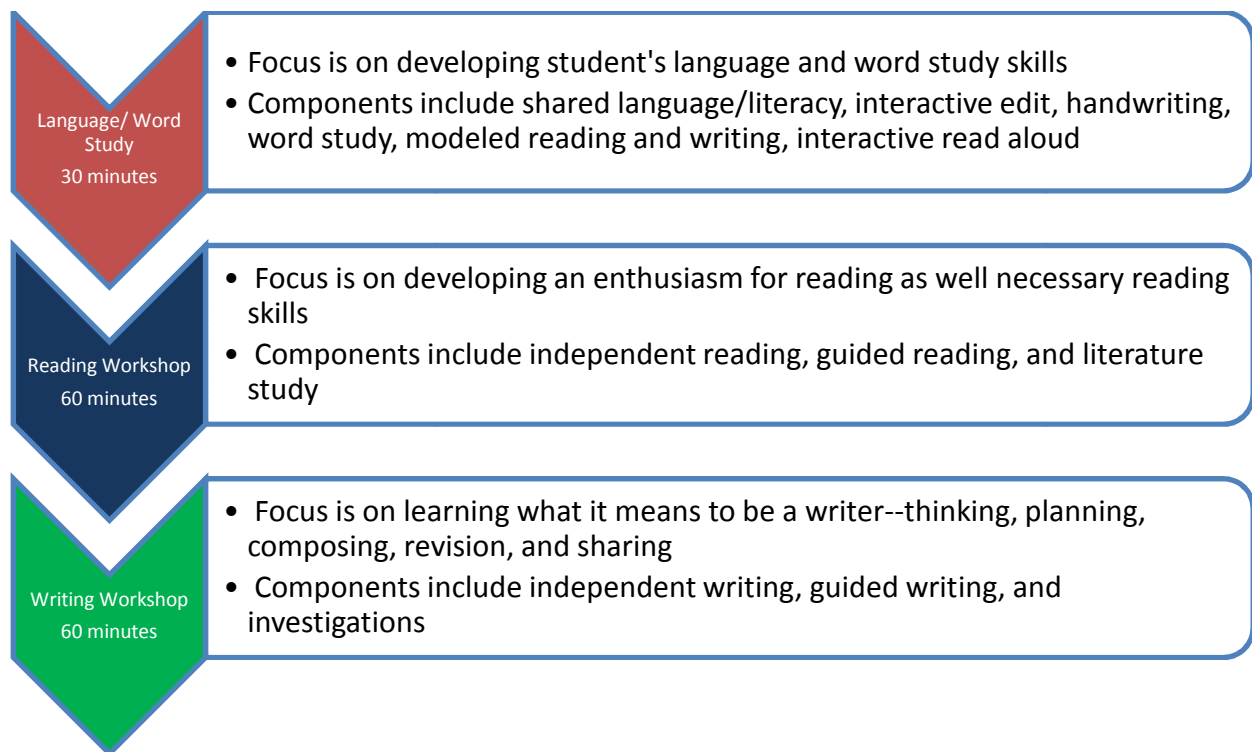
C. Literature:

Reading, analyzing, and responding to quality fiction, nonfiction, drama, and poetry in guided and independent learning situations

D. Content:

Infusing the study of social studies, science, math, and other content areas into all three blocks of the literacy framework

The Three Block Framework



Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Drafting a Strategic Plan

Vision:

Students will grow as readers and writers as they receive guided support within a three block literacy framework.

Goals:	2009-2010	2010-2011	2011-2012
Alignment of current resources, classroom spaces, and schedules in ways that will support this framework	Identifying needs in order to ensure student access to satisfactory learning space, needed time, and necessary resources	Ensuring satisfactory learning space, needed time, and necessary resources	Beginning to establish exemplary learning spaces, ideal scheduling, and a rich variety of resources
Establishing reading workshops within each classroom that attend to independent reading, guided reading, and literature study	Beginning to provide guided and independent reading opportunities while exploring how to establish a workshop	Consistently implementing guided reading and independent reading opportunities within an established workshop while exploring how to assess reading in balanced ways	Implementation of a reader's workshop that includes opportunities for guided reading, independent reading, and literature study as well as effective assessment practices
Establishing writing workshops within each classroom that attend to independent writing, guided writing, and investigation			Beginning to provide guided and independent writing opportunities while exploring how to establish a workshop
Establishing effective practices for supporting students in language and word study			Beginning to adopt consistent and effective practices for supporting students in language and word study

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

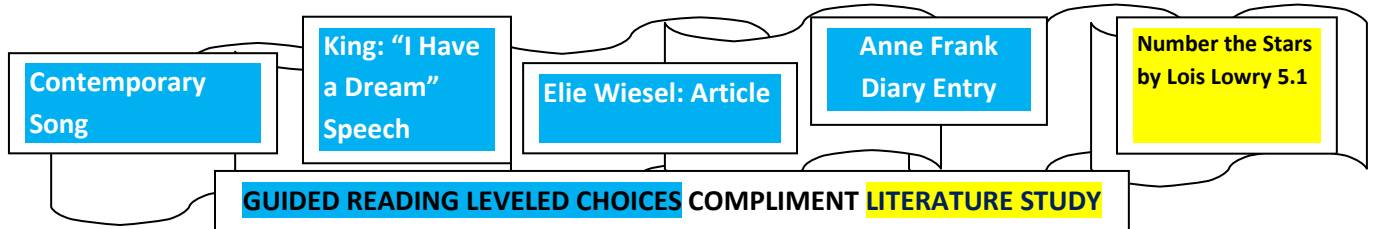
Unit Framework for Guiding Readers

This work was informed by the expertise of Dr. Anthony Petrosky, University of Pittsburgh, 2007

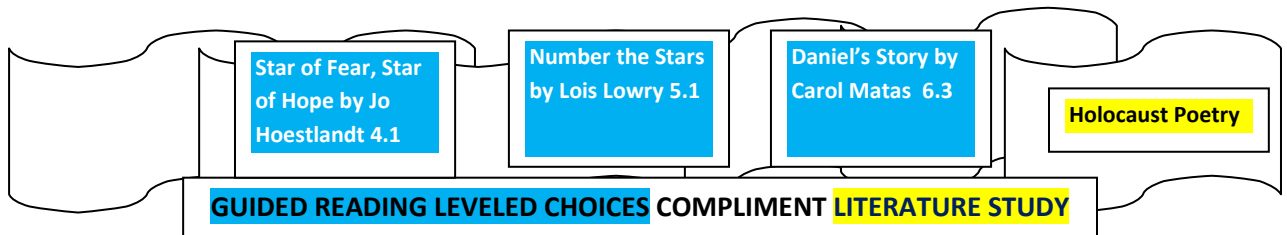
OVERCOMING ADVERSITY

Essential Questions:

1. How do overcome adversity ourselves, and what are the best ways to help others overcome it?
2. How does ignorance contribute to adversity? How do we overcome ignorance?



OR



Guided Reading Strategy Instruction:

SUSTAINING STRATEGIES

CONNECTING AND EXPANDING STRATEGIES

WORD WORK STRATEGIES

EXPLORING WRITER'S CRAFT IN WRITER'S WORKSHOP OR CENTERS:

Students CONSUME and STUDY the craft of these texts in order to PRODUCE similar texts. They can also write LIKE the authors of those texts to develop writer's craft.

Authentic and Extensive Products:

Students create a written response to one of the essential questions and publish it for an audience that might benefit from their conclusions. Choice may be provided around genre, and students might be asked to determine their purpose for writing and the audience they are addressing prior to choosing an appropriate genre.

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Angela Stockman WNY Education Associates stockmanangela@gmail.com

Teaching for Sustaining Strategies

Before Reading:

- Supporting students as they connect to the title, the author, the illustrator, and the content of the text
- Supporting students as they consider text features
- Pre-teaching vocabulary
- Demonstrating the behaviors of sustaining strategies

During Reading

- Supporting students as they question the text, the author, the illustrator, and the content of the text
- Assess use of sustaining strategies during conferencing and intervening in ways that nurture their growth

After Reading

- Supporting students as they develop meaning, analyze the text, and establish new understandings about how words and writers work.
- Assessing use of sustaining strategies in the guided reading group

Word Solving Strategies

- Decoding
- Expanding Vocabulary
- Deriving Meaning

Monitoring and Correcting Strategies

- How to notice errors
- How to confirm reading accuracy

Information Gathering Strategies

- Noticing important information

Teaching Predicting Strategies

- Inferring what may happen next

Teaching Phrasing and Fluency

- How to notice and use punctuation
- How to improve reading rate

Teaching for Adjusting Strategies

- How to approach different texts in different ways

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Teaching for Connecting and Expanding Strategies

Teaching for Strategies That Expand Meaning

- How to make text to text, text to self, and text to world connections
- Inferring
- Summarizing
- Synthesizing
- Analyzing
- Critiquing

Teaching for Word-Solving, Phonics, Spelling, and Vocabulary

Strategies for Word Solving

- Phonemic Strategies
- Visual Strategies
- Morphemic Strategies
- Linking Strategies
- Research Strategies

Phonics

- Word Analysis: Using Word Patterns
- Word Analysis: Using Syllables to Take Words Apart
- Word Analysis: Using Letters in a Sequence

Spelling

- Connections, Visual Patterns, and Structure
- Spelling Rules

Vocabulary

- Learning Vocabulary in Context
- Explicit Teaching of Vocabulary

Adapted from the work of Irene C. Fountas and Gay Su Pinnell *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Heinemann, 2001

Angela Stockman WNY Education Associates stockmanangela@gmail.com

Assessment Types and Purposes

Purpose	Type	Examples
To learn more about what students know and are able to do prior to teaching in order to prioritize instruction or attend to the unique needs of students	Low-Stakes Formative Assessment: Diagnostic or Pre-Test	Mr. Marten strategically assigns his fifth grade students to guided reading groups based upon their reading levels. He relies upon resources like the Scholastic Teacher Book Wizard to help him locate appropriately leveled texts. http://tinyurl.com/5a4d99
To determine how students are progressing in their efforts to achieve learning goals, in order to provide feedback, coach them, and adjust instruction.	Low-Stakes Formative Assessment: Guided Practice	As students work in their guided reading groups, Mr. Marten assesses their ability to use: <ul style="list-style-type: none"> • Sustaining Strategies • Connecting and Expanding Strategies • Word-Solving, Phonics, Spelling, and Vocabulary Strategies She documents her findings in order to revisit and study trends over time using checklists and annotated records. She uses this information to guide her instructional decisions and the centers that she creates.
To assess mastery of content and skills.	Higher Stakes Summative Assessment: Selected or Constructed Response Tests Performances (Writing, Drama) Presentations	Through the use of formative assessment processes, Mr. Marten determines that his students have begun to master the targeted content and skills. He asks them to complete an essay in response to one of the essential questions posed at the start of the unit. He asks that they use the text provided and their experiences as a learner to support their responses.

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

A Sample Week

Groups (Rotating)	What You Must Do:	What You May Do:		
1 Below Grade Level	Word Work Word Solving Spelling Phonics Vocabulary	Listening Center	Creation Station	Phonics
2 On Grade Level/Below	Connect & Expanding Connecting Inferring Summarizing Synthesizing Analyzing Critiquing	Vocabulary Matrix Work	Listening Center	Peer-Review of Short Stories
3 On Grade Level	Questioning Center Right There Think and Search Author and Me On My Own Thick Questions Thin Questions	Inquiry Work	Creation Station	Listening Center
4 On Grade Level/High	Inquiry Work Researching a dimension of the text	Vocabulary Matrix Work	Vocabulary Matrix Work	Vocabulary Matrix Work
5 Above Grade Level	Write Alike Center Analyzing and mimicking the author's craft	Facilitate the Connecting and Expanding Center	Digital Storytelling	Peer Review of Short Stories

Posted in the Classroom: What Learners Do When They Are Finished

D.E.A.R.
Service Learning Project
Journaling
Squiggle

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Angela Stockman WNY Education Associates stockmanangela@gmail.com

Chapter 1 of *Number the Stars* by Lois Lowry

Groups (Rotating)	What You Must Do:	What You May Do:		
1	Word Work: Body Biography	Listening Center	Creation Station	Phonics
2	Connecting and Expanding: Foldables	Vocabulary Matrix Work	Listening Center	Peer-Review of Short Stories
3	Questioning Center: Be the Teacher	Inquiry Work	Creation Station	Listening Center
4	Inquiry Work: Enriching our Study	Vocabulary Matrix Work	Vocabulary Matrix Work	Vocabulary Matrix Work
5	Write Alike: Leads	Facilitate the Connecting and Expanding Center	Digital Storytelling	Peer Review of Short Stories

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Angela Stockman WNY Education Associates stockmanangela@gmail.com

Sustaining Your Centers Additional Options

Word Work	
Connecting and Expanding	
Questioning Center	
Inquiry Work	
Write Alike	

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001

Angela Stockman WNY Education Associates stockmanangela@gmail.com

Assessing the Quality of Our Literacy Centers

Element	As Evidenced by Student Thinking	As Evidenced by Student Dialogue	As Evidenced by Student Work
The center provides independent practice around previously learned skills.			
The center supports clear learning targets aligned to the needs of students.			
The centers are driven by measurable objectives, which are articulated within the center.			
The center provides multiple entry points, paths to solutions, and possible outcomes.			
The center allows students of varying abilities to work together when appropriate.			
The centers produce meaningful formative assessment data.			
The centers nurture the acquisition of critical literacy skills.			
The center has a built-in accountability system.			

Adapted from the work of Irene C. Fountas and Gay Su Pinnell Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, Heinemann, 2001